

Homeroom Guidance Program (HRGP): An Intervention in Enhancing the Social-Emotional Intelligence of Selected Grade 10 Students

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Abstract

This study investigates the effectiveness of Homeroom Guidance Program (HRGP) in enhancing the Social-Emotional Intelligence of selected 27 Grade 10 students. This study utilizes a descriptive-quantitative approach. A standardized test named Emotional Intelligence Development Test (EIDT) administered by Asian Psychological Services and Assessment (APSA) was used to measure the social-emotional traits of students. These traits include grit, growth mindset, social awareness, self-management, self-efficacy, and self-awareness. Paired sample t-test was used to determine the effectiveness of the said program. Focus group discussion was also conducted to support the result of the study. This paper revealed that the program has low positive effect on enhancing the social-emotional intelligence of students. But there is not enough evidence to say that the difference on the social-emotional intelligence of grade 10 students after the implementation of homeroom guidance classes is significant. Furthermore, Pearson's r correlation was used to determine the relationship of each trait with the others. The following has moderate positive correlation: Self-Efficacy and Growth Mindset ($r = .43$), Self-Management and Grit ($r = .46$), Social Awareness and Self-Management ($r = .40$), and Self-Efficacy and Social Awareness ($r = .48$). Topics to be discussed, engaging activities, and allotted time for HRGP are some areas for improvement that were identified through focus group discussion.

Keywords: *Homeroom Guidance Program (HRGP), Social-Emotional Intelligence*

1 Introduction and Problem

Emotional Intelligence (EI) is a critical predictor of student learning and cognitive health, according to Hasanzadeh (2011). Emotional intelligence regulates emotional and social abilities, deals with deviant behavior through self-awareness and self-motivation, and transforms negative emotional energy into positive one as mentioned by Mattingly (2019). In the post-pandemic period, EI offers prompt psychological support to study habits and cognitive

engagement. According to a study by Iqbal et al. (2022), emotional intelligence and cognitive engagement integrated in learning environments have allowed students and teachers to manage the learning process during the pandemic. Their study revealed that the emotional intelligence such as self-awareness and self-motivation (grit) has direct, significant, and positive effects to study habits. In addition, Asian Psychological Services and Assessment (APSA) has claimed that EI contributes to several factors of interpersonal effectiveness and leadership capability. People who demonstrate high levels of EI are better at understanding themselves and others, making confident decisions and expressing their views. They also been found to effectively manage their emotions and have the drive, energy, and optimism to succeed. Therefore, they recommended that learning institutions take specific measures to enhance students' emotional intelligence which ultimately improved learners' study habits.

In the Philippines, the Department of Education takes action by incorporating Homeroom Guidance Classes in every public school; private institutions are also encouraged to implement the same. In a memorandum released by DepEd, Homeroom Guidance falls within the guidance and counseling program and should be viewed as an informational part of mental health in the K–12 curriculum. Additionally, they stated that homeroom guidance should be a tool for proactive, preventive, and educative methods to support students' development of life skills, including academic, personal and social development, and career development. The pandemic undoubtedly had an impact on teaching and learning, which is why this program was created. Its impact on learners' development domains is unavoidable. Thus, it's imperative to support students' life skills development so they can overcome obstacles and adjust to the "new normal" brought forth by the present crisis.

In response to DepEd's encouragement, Statefields School, Inc. implemented the Homeroom Guidance Class among all levels in the Elementary and Junior High School Department. Guidance classes take place once or twice a term where modules, power point presentations,

and manuals were prepared by the Guidance Facilitator of each level. Statefields School's effort does not just end by implementing the HRGP, but they are also very generous to avail the Emotional Intelligence Development Test (EIDT), a standardized exam offered by Asian Psychological Services and Assessment (APSA) which aims to measure the six social-emotional traits such as: Grit, Growth Mindset, Self-Management, Social Awareness, Self-Efficacy, and Self-Awareness. This test followed the framework proposed by Daniel Goleman and his colleagues. This framework defines EI as a set of personal and inter-personal competencies that can be refined and developed through mentoring, coaching, and training. Thus, this research study would like to determine if Homeroom Guidance Program (HRGP) Classes enhances the emotional intelligences of selected Grade 10 students.

1.1 Action Research Questions

This study determines how Homeroom Guidance Program (HRGP) enhances the emotional intelligences of Grade 10 students.

Specifically, this study sought to answer the following questions:

1. What are the pre-test and post-test mean scores of Grade 10 learners in the Emotional Intelligence Development Test administered by APSA before and after the intervention program in terms of the following:
 - 1.1 Grit;
 - 1.2 Growth Mindset;
 - 1.3 Self-Management;
 - 1.4 Social Awareness;
 - 1.5 Self-Efficacy; and
 - 1.6 Self-Awareness?
2. Is there a significant difference on the Emotional Intelligence of Grade 10 learners before and after the implementation of HRGP?

3. What are the plans of action for improvement and sustainability based on the findings of this study?

1.2 Null Hypothesis

H₀: There is no significant difference on the Emotional Intelligences of Selected Grade 10 Students before and after the intervention.

2. Methodology

2.1 Research Design

This study utilized a descriptive comparative design because the six social-emotional traits mean scores of the learners were compared to draw a conclusion leading to the formulation of implications of the findings for the improvement of the students' social-emotional intelligence quotient.

2.2 Participants and/or other Sources of Data and Information

This study is conducted at Statefields School, Inc. Out of the total number of learners enrolled in Statefields School, Inc., the researcher only involved 27 students from Grade 10B which composed his advisory class. The researcher considered these learners as the most qualified respondents of this study because they were able to take the Emotional Intelligence Development Test administered by APSA, and this is where the researcher facilitates the HRGP classes. With this, the researcher used purposive sampling technique in the selection of the respondents for obvious reason.

2.3 Research Instruments

The researcher utilized a standardized test from APSA entitled Emotional Intelligence Development Test which composed of the following traits: grit, growth mindset, self-management, social awareness, self-efficacy and self-awareness. A validated interview questionnaire for the focus group discussions were also used.

2.3.1 Construction and Validation of Interview Questionnaire

The researcher constructed a five (5) interview questionnaire and script for the conduct of focus group discussion. It was validated by experts. Ethical considerations and confidentiality was included in the interview proper. Informed consent and assent was given to the selected students of Grade 10B. Their responses served as a support in the findings of the study.

2.4 Data Gathering Method

The researcher utilized the pre-test and post-test results of the Emotional Intelligence Development Test administered by APSA. The said data were requested from the Guidance Office. After tabulating and interpreting the data, the researcher conducted a focus group discussion from the selected students in Grade 10B.

2.5 Data Analysis Plan

To measure the six social-emotional intelligence/traits of Grade 10 students before and after the intervention, the researcher used the results in their EID test.

To measure if there is a significant difference on emotional intelligence of learners before and after the intervention, the researcher used dependent sample t-test.

3 Results and Discussion

Research Question 1

Table 1: Profile of Learners According to Sex

Sex	<i>n</i>	%
Male	12	44.44
Female	15	55.56

Note. N = 27

Table 1 shows that the participants of this study is composed of 27 students with 15 female (55.56%) and 12 male (44.44%).

Table 2: Pre-test Mean and Post-test Mean Scores of Learners in their Social Emotional Traits

Social Emotional Traits	Pre-test	Rank	Post-test	Rank	Difference	Rank
Grit	4.19	6	4.37	5	0.18	4
Growth Mindset	5.07	2	5.11	3	0.04	5
Self – Management	4.96	3	5.00	4	0.04	5
Social Awareness	5.48	1	5.67	1	0.19	3
Self – Efficacy	4.44	5	5.00	4	0.56	2
Self – Awareness	4.70	4	5.37	2	0.67	1
Overall	4.81		5.10		0.29	

Note. N = 27

Table 2 shows the pre-test and post-test mean scores of learners in their six social-emotional traits. On the pre-test exam, the highest social-emotional trait of students is Social Awareness ($M=5.48$) followed by Growth Mindset ($M=5.07$). The lowest trait is Grit ($M=4.19$) next to Self-Efficacy ($M=4.44$). This means that before the implementation of Homeroom Guidance Class students are somehow able to show social awareness and believes that intelligence and interest are quite possible to change.

On the other hand, post-test exam revealed that that highest social-emotional traits of students is Social Awareness ($M=5.67$) followed by Self-Awareness ($M=5.37$). The lowest trait is Grit ($M=4.37$) next to Self-Efficacy and Self-Management ($M=5.00$). This means that after the implementation of Homeroom Guidance Class students are still somehow able to show social awareness, but now, they are frequently able to understand and explain their own feelings.

The results of the post-test exam corroborates with the answers of students in the focus group discussion. Student 4 mentioned that HRGP helps them to be socially aware as the topics helped them to see other's study habits. Additionally, student 7 also added that it also helped them to be self-aware because the topics provoke them to think what to improve on themselves.

Overall, the pre-test ($M=4.81$) and post-test ($M=5.10$) mean score of students has improved considerably with a 0.29 difference. Thus, it can be gleaned that there is a low positive improvement on the overall emotional intelligence of students.

Table 3: Paired Sample T-test Result Comparing the Pre-test and Post-test Mean Scores of Students in their Emotional Intelligence Test

			<i>statistic</i>	<i>df</i>	<i>p-value</i>
Pre-test	Post-test	<i>students-t</i>	-1.42	26	0.1671

Note. p-value is Not Significant

Table 3 shows the paired sample t-test result when the pre-test and post-test mean scores of students in their Social-Emotional Intelligence Test were compared. A paired t-test result with t-value of -1.42 and p-value of 0.1671 revealed that there is no significant difference on the social-emotional intelligence of students before and after the implementation of homeroom guidance program. Thus, necessary adjustment and changes are recommended.

When students were asked about what to change in the HRGP to obtain a considerable difference on their social-emotional intelligence, student 3 mentioned that the choice of topics to be discussed should be relevant and age appropriate for Grade 10. Another student stated that activities in the HRGP should be engaging through incorporating by pair or group tasks. Lastly, student 10 said that the school should consider more time to be allocated for HRGP classes.

Other areas for improvement and proposed activity to resolve some concerns are also mentioned in Table 5.

Table 4: Correlation Matrix of the Six Social-Emotional Traits

Traits	Grit	Growth Mindset	Self-Management	Social Awareness	Self-Efficacy	Self-Awareness
G	-					
GM	0.168	-				
SM	0.433*	0.298	-			
SoA	0.370	0.154	0.401*	-		
SE	0.700	0.462*	0.620	0.480*	-	
SeA	0.334	0.072	0.249	0.290	0.374	-

Legend: G (Grit), GM (Growth Mindset), SM (Self-Management), SE (Self-Efficacy), SoA (Social Awareness) and SeA (Self-Awareness) Note. * p-value < 0.05

Table 4 shows the correlation matrix of the six social-emotional traits of selected grade 10 students. It can be inferred that the following traits has a moderate positive correlation, Self-Management and Grit, $r(25)=.43$, Self-Efficacy and Growth Mindset, $r(25)=.46$, Social

Awareness and Self-Management, $r(25)=.40$ and Self-Efficacy and Social Awareness, $r(25)=.48$ were $p < 0.05$.

Table 5: Proposed Action Plan for Improvement and Sustainability of the Program

Areas for Improvement	Concerns	Proposed Activity
Lesson or topics	- Topics such as study habits and the like are too shallow and simple for the students. - Topics are relevant and relatable but not age appropriate. - Topics can be learned independently.	- Topics should be age appropriate. - How to handle stress, pressure, anger issues, and mental health problems are some recommended topics of the students. - Discussion about personal life, decision making, and puberty should be included.
Activities	- Activities are not helpful and too simple. - Activities are for compliance purposes only.	- By pair or by group activity is highly recommended to improve their social skills. - Activities must include self-reflection. - Sharing of experiences and group discussions to maximize realization in activities are suggested.
Allotted Time	- Homeroom time with 10 – 30 minutes allocated time is not enough. - One session per term is not enough for HRGP.	- Increase time for HRGP classes. - Two to three sessions of HRGP per term is best for students.

Dissemination of EID Test Report	- 8 out of 10 students are not aware about the result of their Social-Emotional Intelligence Test.	- Guidance facilitators should inform the class advisers and the students that the result of the test is already available through group chat messages, announcement during assemblies, or posters visible among stakeholders.
Individual Intervention	- Students are not guided or aware on what to do to improve their least social-emotional traits.	- Guidance facilitators should craft individual intervention for students to hone their least evident social-emotional trait.

Table 5 shows the areas for improvement and proposed activity to resolve the concerns mentioned and identified during the focus group discussion.

4 Conclusion

The researcher studied the effectiveness of homeroom guidance program (HRGP) in enhancing the social emotional intelligence of selected students in grade 10. Study revealed that before the intervention, the highest social-emotional trait of the students is Social Awareness followed by Growth Mindset. The lowest trait is Grit next to Self-Efficacy. After the intervention, the highest social-emotional trait of the students is Social Awareness followed by Self-Awareness. The lowest trait is Grit next to Self-Efficacy and Self-Management. The results of the post-test exam corroborates with the answers of the students in the focus group discussion that HRGP improved their Social Awareness and Self-Awareness. Overall, the pre-test and post-test mean score of students has improved considerably with a 0.29 difference. Thus, it can be gleaned that there is a low positive improvement on the overall emotional intelligence of students.

Analysis was implied on the results of the Emotional Intelligence Development Test (EIDT) and it shows that there is no significant difference on the social-emotional intelligence of students before and after the implementation of homeroom guidance program. Pearson r correlation was also used and revealed that the following traits have a moderate positive correlation, Self-Management and Grit, Self-Efficacy and Growth Mindset, Social Awareness and Self-Management, and Self-Efficacy and Social Awareness.

Focus group discussion was then followed after the analysis of data and the following areas for improvement were identified on the implementation of HRGP: Choice of Lesson, Activities, Allotted Time, Dissemination of EID Test Result, and the Individual Intervention for students.

5 Recommendation

After a thorough analysis of data, the researcher recommend to still implement the Homeroom Guidance Program (HRGP) while utilizing the proposed activities found in table 5 to resolve the concerns found during the focused group discussion.

The researcher also recommend to conduct the same study with other sections or to a greater number of participants to determine whether the result of the study is the same.

Compliance with Ethical Standards

This study complied to the ethical standards of research. An approval letter was submitted to the School Principal to conduct a study in their vicinity and to gather the data. Consent and assent letter was also given to students who participated the focus group discussion. Questions in the focus group discussion protocol were validated by experts. Thus, all gathered data were treated with utmost confidentiality.

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